

Minnesota Academic Standards: Interface with Journey to the Falls Learning Stations

Journey to the Falls Learning Stations (field trip activities)	Grade Level	Strand	Sub-Strand	Standard	Benchmarks (ex.)
Mapping Change -Science	4	SCIENCE III. EARTH AND SPACE SCIENCE	A. Earth Structure and Processes	The student will explore the structures and functions of Earth systems.	1. The student will recognize the natural processes that cause rocks to break down into smaller pieces and eventually into soil. 3. The student will describe how... water and ice shape and reshape the Earth's surface.
	5	III. EARTH AND SPACE SCIENCE	A. Earth Structure and Processes	The student will investigate the impact humans have on the environment.	1. The student will identify and investigate environmental issues and potential solutions.
Mapping Change -Social Studies; Geography	4-8	SOCIAL STUDIES V. GEOGRAPHY	A. Concepts of Location	The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota.	1. Students will locate major Minnesota ecosystems, topographic features, continental divides, river valleys, and cities.
			B. Maps and Globes	The student will make and use maps to acquire, process, and report on the spatial organization of people and places on Earth.	4. Students will distinguish differences among uses of, and limitations of, different kinds of thematic maps to describe the development of Minnesota.
			C. Physical Features and Processes	The student will identify and locate geographic features associated with the development of Minnesota.	3. Students will identify physical features that either hindered or promoted the development of the fur trade and the rapid settlement in the early 19 th century. 4. Students will identify physical features that either hindered or promoted the industrialization of the state.
			D. Interconnections	The student will give examples that demonstrate how people are connected to each other and the environment. The student will identify examples of the changing relationships between the patterns of settlement and land use in Minnesota. Students will describe how humans influence the environment and in turn are influenced by it.	1. Students will identify factors that drew people to their local communities. 2. Students will analyze how the physical environment influences human activities. 1. Students will give examples of how changes in technology made some locations in Minnesota more suitable for urbanization than others. 3. Students will explain the importance of site features in the establishment of Minnesota's largest cities. 1. Students will recognize changes over time in nearby landscapes, resulting from human occupation.

Mapping Change -MN History	4-8	SOCIAL STUDIES II. MINNESOTA HISTORY	C. Early Settlement and Statehood, 1810-1860	The student will know and understand the factors that led to rapid settlement of Minnesota in the 19 th century and the changes the new Minnesotans brought with them.	1. Students will explain why early settlers came to Minnesota and analyze their impact on political, cultural, and physical landscapes.
			E. Industrial Era, 1865-1914	The student will know and understand Minnesota's major industries and the economic, social, political, and technological changes that accompanied industrialization.	1. Students will know and explain the roles of people, politics, natural resources, transportation, and technology in the development of Minnesota's early industries (lumbering, mining, and agriculture.) 2. Students will describe the impact of industrialization on work, home, leisure life, politics, immigration, urbanization, and changes in the physical landscape.
Explorers	4-8	SOCIAL STUDIES I. U.S. HISTORY V. GEOGRAPHY	E. Growth & Westward Expansion, 1801-1861	The student will demonstrate knowledge of western expansion, conflict, and reform in America.	2. Students will analyze the impact of inventions and technologies on life in America, including... the steamboat,...
	4-8		A. Concepts of Location	The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota.	1. Students will locate major Minnesota ecosystems, topographic features, continental divides, river valleys, and cities.
			C. Physical Features and Processes	The student will identify and locate geographic features associated with the development of Minnesota.	3. Students will identify physical features that either hindered or promoted the development of the fur trade and the rapid settlement in the early 19 th century.
			D. Interconnections	The student will give examples that demonstrate how people are connected to each other and the environment.	1. Students will identify factors that drew people to their local communities. 2. Students will analyze how the physical environment influences human activities.
Writing Home (Postcard)		LANGUAGE ARTS II. WRITING	A. Types of Writing B. Elements of Composition	The student will compose various pieces of writing. The student will engage in a writing process, with attention to organization, focus, quality of ideas, audience and a purpose.	1. The student will write in a variety of modes to express meaning, including: poetry. 1. Write topic sentences. 2. Create multiple paragraph compositions. 3. Use composing processes.
Locking Through	5	SCIENCE I. HISTORY AND NATURE OF SCIENCE II. PHYSICAL SCIENCE	C. Scientific Enterprise	The student will recognize that science and technology involve different kinds of work and engage men and women of all backgrounds.	1. The student will describe different kinds of work done in science and technology.
	5		D. Motion	The student will understand that changes in speed or direction of motion are caused by forces.	2. The student will demonstrate that the greater the force applied, the greater the change in motion.

Simulated Archaeological Dig	4-8	SOCIAL STUDIES II. MINNESOTA HISTORY	E. Industrial Era 1865-1914	The student will know and understand Minnesota’s major industries and the economic, social, political, and technological changes that accompanied industrialization.	1. Students will know and explain the roles of people, politics, natural resources, transportation, and technology in the development of Minnesota’s early industries (lumbering, mining, and agriculture.) 2. Students will describe the impact of industrialization on work, home, leisure life, politics, immigration, urbanization, and changes in the physical landscape.
		IV. HISTORICAL SKILLS	B. Historical Resources	The student will begin to use historical resources.	3. Students will investigate the ways historians learn about the past if there are no written records.
	4-8	V. GEOGRAPHY	D. Interconnections	The student will describe how humans influence the environment and in turn are influenced by it.	1. Students will recognize changes over time in nearby landscapes, resulting from human occupation.
	4	SCIENCE I. HISTORY AND NATURE OF SCIENCE	A. Scientific World View	The student will understand how science is used to investigate interactions between people and the natural world.	3. The student will recognize the impact of scientific and technological activities on the natural world.
	4	III. EARTH AND SPACE SCIENCE	A. Earth Structure and Processes	The student will investigate the impact humans have on the environment.	1. The student will identify and investigate environmental issues and potential solutions.
	5	I. HISTORY AND NATURE OF SCIENCE	B. Scientific Inquiry	The student will understand the process of scientific investigations.	1. The student will perform a controlled experiment using a specific step-by-step procedure and present conclusions supported by evidence.
	6	I. HISTORY AND NATURE OF SCIENCE	B. Scientific Inquiry	The student will understand that scientific inquiry is used in systematic ways to investigate the natural world.	2. The student will distinguish between observation, prediction, and inference.

History Hike	4-8	SOCIAL STUDIES I. U.S. HISTORY	E. Growth and Westward Expansion, 1808-1861	The student will demonstrate knowledge of western expansion, conflict, and reform in American.	1. Students will examine the processes that led to the territorial expansion of the United States including wars and treaties with... Indian nations,... Louisiana Purchase and other land purchases, and the removal of American Indians to reservation. 2. Students will analyze the impact of inventions and technologies on life in America, including... the steamboat,...
	4-8		C. Early Settlement and Statehood, 1810-60 E. Industrial Era 1865-1914	The student will know and understand the factors that led to rapid settlement of Minnesota in the 19 th century and the changes the new Minnesotans brought with them. The student will know and understand Minnesota's major industries and the economic, social, political, and technological changes that accompanied industrialization.	1. Students will explain why early settlers came to Minnesota and analyze their impact on political, cultural, and physical landscapes. 1. Students will know and explain the roles of people, politics, natural resources, transportation, and technology in the development of Minnesota's early industries (lumbering, mining, and agriculture.) 2. Students will describe the impact of industrialization on work, home, leisure life, politics, immigration, urbanization, and changes in the physical landscape.
	4-8	SOCIAL STUDIES V. GEOGRAPHY	A. Concepts of Location	The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota.	1. Students will locate major Minnesota ecosystems, topographic features, continental divides, river valleys, and cities.
			C. Physical Features and Processes	The student will identify and locate geographic features associated with the development of Minnesota.	4. Students will identify physical features that either hindered or promotes the industrialization of the state.
			D. Interconnections	The student will give examples that demonstrate how people are connected to each other and the environment.	2. Students will analyze how the physical environment influences human activities.